



**THE ROBERT E. SIMON SCHOOL
THE GLOBAL SCHOLARS ACADEMY**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 03M165

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 165 **SCHOOL NAME:** The Robert E. Simon School/The Global Scholars Academy

DISTRICT: 3 **SSO NAME/NETWORK #:** CFN-408: Lucius Young

SCHOOL ADDRESS: 234 W. 109th Street, NY, NY, 10025

SCHOOL TELEPHONE: (212) 678-2873 **FAX:** (212) 222-6700

SCHOOL CONTACT PERSON: Brett Gallini **EMAIL ADDRESS:** Bgallini2@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Brett Gallini</u>
PRINCIPAL	<u>Brett Gallini</u>
UFT CHAPTER LEADER	<u>Luisa Maysonet</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Tanya McLeod / Alicia Simpson</u>
STUDENT REPRESENTATIVE <i>(Required for high schools)</i>	<u></u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Sara Carvajal</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Brett Gallini	*Principal or Designee	
Luisa Maysonet	*UFT Chapter Chairperson or Designee	
Alicia Simpson	*PA/PTA President or Designated Co-President	
Tanya McLeod	*PA/PTA President or Designated Co-President	
Enith Machado	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Annelly Ianniello	Member/Teacher	
Catherine Dignan	Member/Teacher	
Mahinoor Khatun	Member/Parent	
Bienvenida Flores	Member/Parent	
Sharon Washington	Member/Parent	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 165 is a Pre-K-Grade 8 school located at the northern tip of Community School District Three in Manhattan. The Robert E. Simon School/The Global Scholars Academy is committed to developing a community of learners challenged to grow both intellectually and responsibly. Our student population is multicultural including students from a wide variety of countries. Predominantly our student core group is Hispanic and African American. The immediate school community is diverse and represents countries from around the world.

PS 165 has general education classes including a Dual Language Program with instruction in both English and Spanish. A Gifted and Talented Dual Language Program is also offered. In addition to the Dual Language Program, we have Collaborative Team Teaching (CTT) classes combining special education students with general education students in an inclusion model of teaching. PS 165 also has two Special Education classes that provide a smaller, more structured setting for students with special needs.

PS 165 has rigorous programs and offers an enriched curriculum. PS 165's balanced literacy program is an integral part of our school helping our staff to continually develop in the area of literacy with support of The Teachers College Reading and Writing Project. The Project supports literacy instruction within our school through professional development of teachers and school leaders. Literacy planning and instruction is aligned with New York State and New York City standards. PS 165 has implemented the Everyday Mathematics Program for over 10 years.

The New York City DOE Science and *Social Studies Scope and Sequence* provide the comprehensive framework for teaching with content, concepts, key ideas, understandings and performance indicators. Each grade is organized around suggested time frames for the teaching of core content (units of study) guided by essential questions. Science instruction is supported with FOSS and Delta Science teaching materials. Each grade develops related reading/writing and research skills. In addition to core academic subjects, students at PS 165 also participate in art, music, physical education, science, library and computer classes.

Our school has a dedicated staff with teachers participating in professional development in content areas of literacy, mathematics, science and social studies. Collaboration among teachers is a significant feature of PS 165 with teacher facilitated study groups, team teaching and grade level planning. The school also provides monolingual and bilingual related services such as Speech and Language, Occupational Therapy, Adaptive Physical Therapy, Hearing Education and Counseling.

The Robert E. Simon School partners with various after school programs: Students participate in the YMCA @ PS 165 and at the Grovesnor Neighborhood House YMCA. The Act Program at the Cathedral of St. John, a year round program, offers extended hours and services for a wide range of age groups. PAL Armory offers arts and crafts, homework help, music and dance, sports, computer classes, In-STEP, community service, mentoring program and more. Harlem Children Zone at Booker T. Washington offers a wide variety of programs for different age students throughout the Upper West Side community.

Families are an integral part of the school and are encouraged to be involved in fundraising; joining the School Leadership and working with staff and teachers as Learning Leaders to ensure academic success. Families are also involved in school wide events such as movie night, the annual art exhibit and our Multicultural Fair, in which the school community comes together to share traditions, customs, and food. This event highlights and celebrates the diversity of our community.

PS 165 school community works hard to live up to its motto:

Dare to Dream, To Achieve, To Make A Difference, Together!

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 165 Robert E. Simon				
District:	3	DBN #:	03M165	School BEDS Code:	310300010165

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		92.2	93.4	94.2		
Kindergarten	95	92	86						
Grade 1	98	97	91	Student Stability: % of Enrollment					
Grade 2	107	94	95	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	83	111	98		93.5	93.7	93.6		
Grade 4	102	87	104						
Grade 5	84	99	83	Poverty Rate: % of Enrollment					
Grade 6	0	55	55	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	50		74.8	78.6	81.0		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	96	16		
Grade 12	0	0	0						
Ungraded	3	1	8	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	590	654	688		2	5	4		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	26	20	26	Principal Suspensions	31	12			
No. in Collaborative Team Teaching (CTT) Classes	28	44	58	Superintendent Suspensions	6	4			
Number all others	34	32	42						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	19	134	8	CTE Program Participants	0	0	0
# in Dual Lang. Programs	117	125	118	Early College HS Participants	0	0	0
# receiving ESL services only	27	33	32	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	15	9	37	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	54	66
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	10
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.5	0.4	Percent more than two years teaching in this school	66.0	64.8	64.0
Black or African American	17.5	19.6	19.0	Percent more than five years teaching anywhere	54.0	51.9	46.9
Hispanic or Latino	73.0	69.3	70.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.1	3.1	Percent Masters Degree or higher	88.0	89.0	88.0
White	5.9	6.6	5.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	90.3	100.0
Multi-racial	NA	NA	TBD				
Male	53.0	54.6	54.4				
Female	47.0	45.4	45.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	✓ ^{SH}	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	86	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.5	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	16	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	51.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

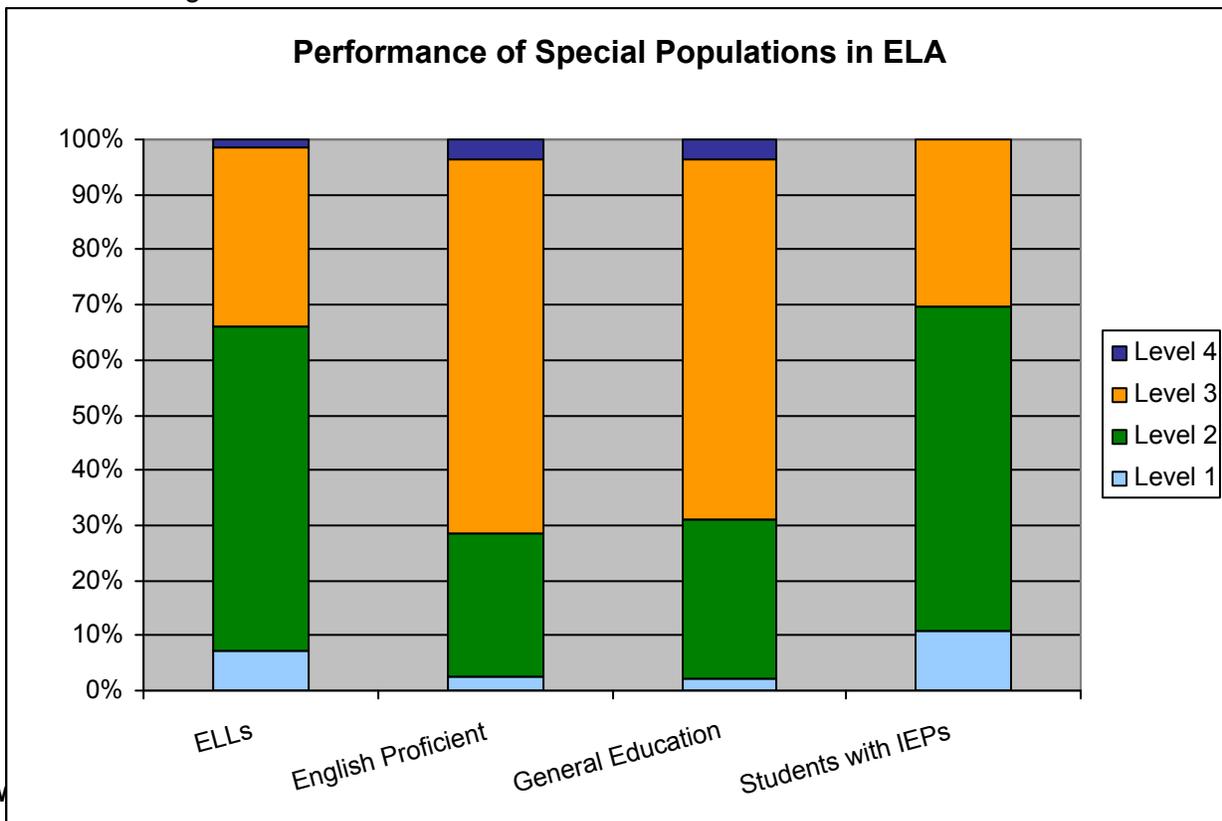
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Note that the data used to conduct this needs assessment is mostly from the 2009-2010 school year. An analysis using more recent data will be conducted once data becomes available.

After conducting a comprehensive review of our school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress, we have summarized in this section our major findings.

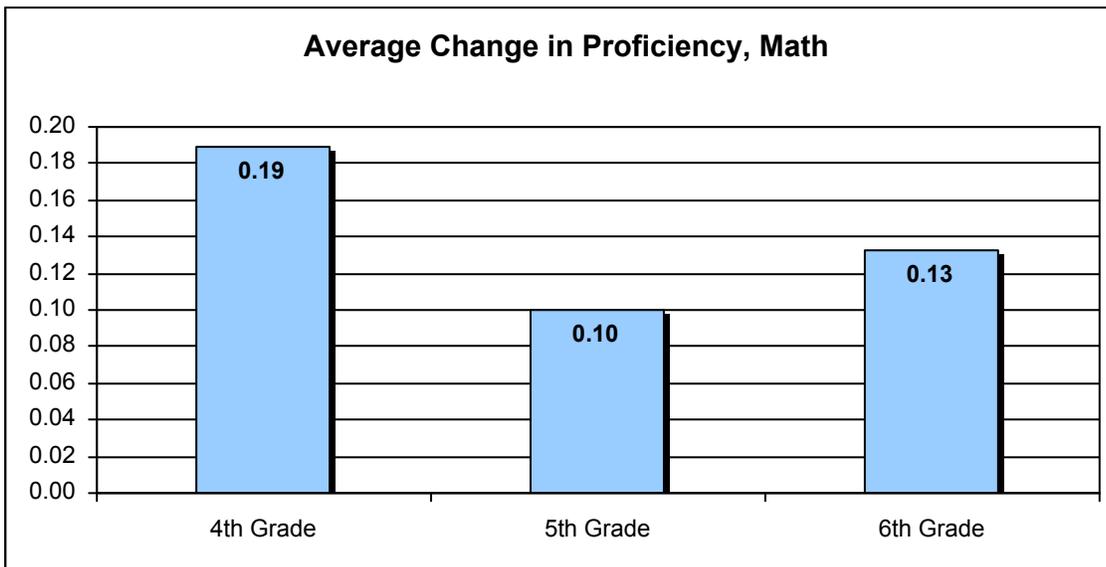
03M165 is a school that is growing to encompass the entire K-8 grade scope. For the past four years, we were designated "In Need of Improvement" in the area of ELA for Limited English Proficient students. Last year, we achieved scores that earned us the "School in Good Standing" designation. The school's Report Card shows that our English Language Learner students in the middle school perform on average at a level of 2.81.



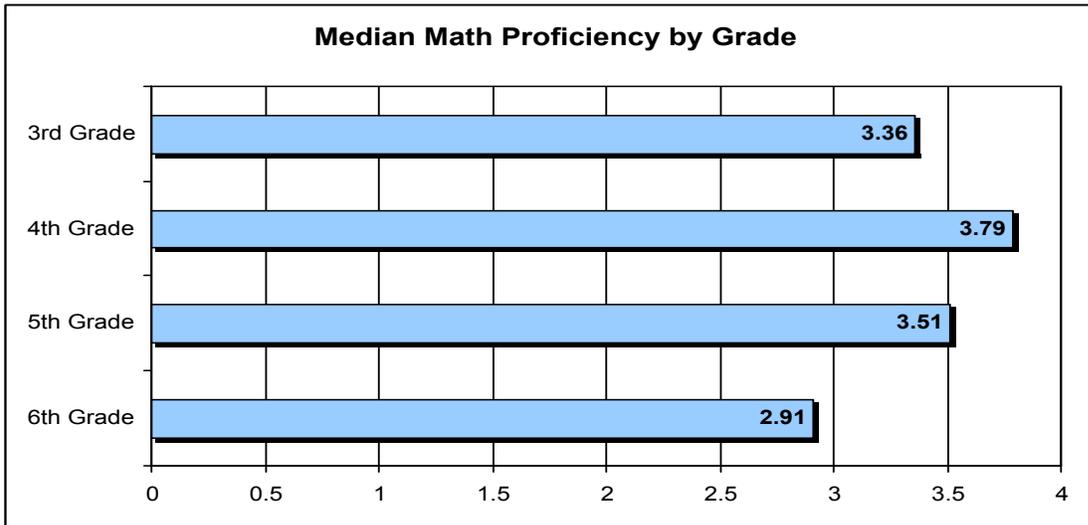
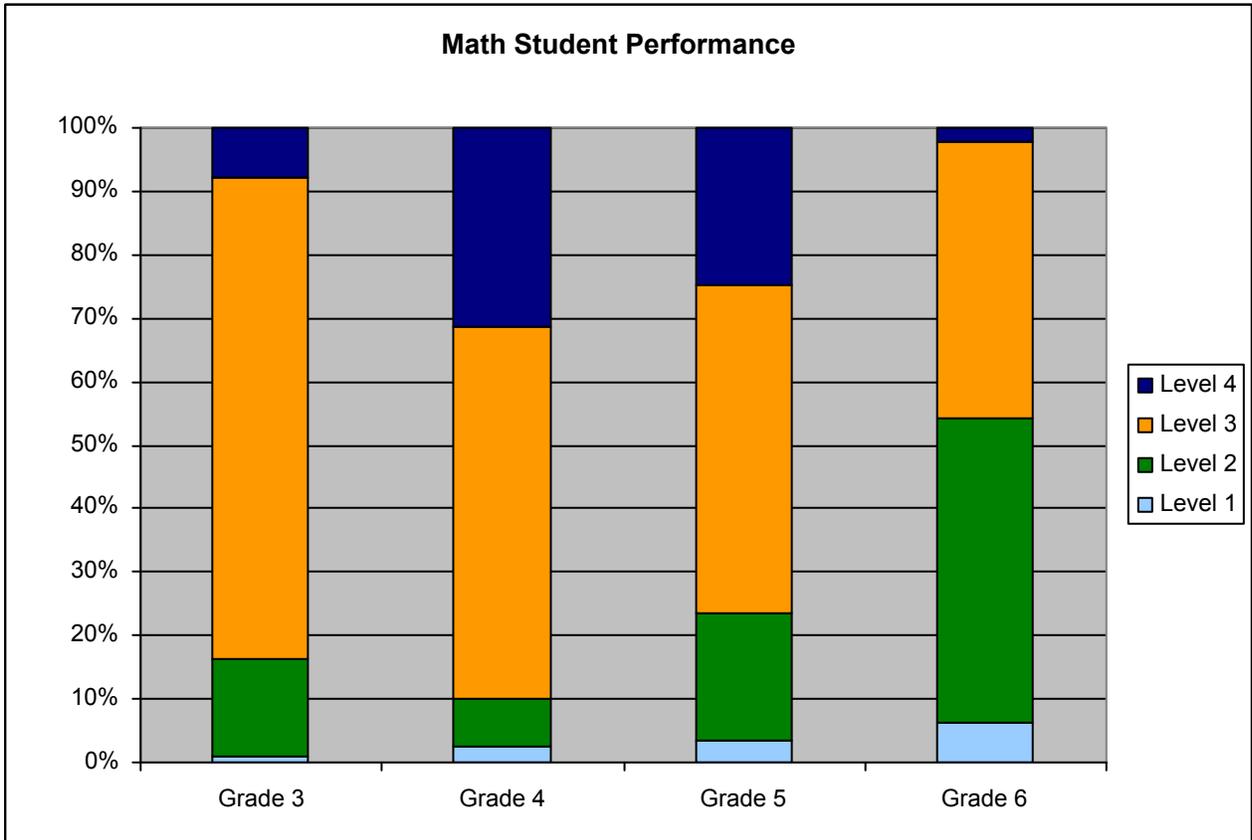
On the school's Progress Report, school environment earned a "B" grade, decreasing our overall percentage score to 86 out of 100, but still reaching a letter grade of "A." Looking deeper at our school survey, we noticed that the lowest score within the School Survey for the 2009-2010 school year was communication. Communication was also our lowest score on the School Survey for the 2008-2009 school year. Some of the barriers we have faced in our efforts to increase communication have been the need for translation services while communicating with parents, the need to make parent activities entertaining and attractive to parents, and the lack of time for teachers to communicate with each other and with administration. Although we still have a low score in communication, we have accomplished an increase in such score for two of the past three years: increasing by 0.8 in 2007-2008, and by 0.2 in 2008-2009 and by 2009 – 2010 by .11.

Although participation, which is directly correlated to communication, increased in every category on the Learning Environment Survey for 2009-2010 (Parents: 39% to 59%; Teachers: 56% to 73%; and Students: 80% to 93%), and both parents' and students' responses demonstrated an increase in communication, teachers' responses demonstrated a decrease in communication which, in turn, resulted in an overall decrease of our communication score of 1% - from 6.8% to 6.7%.

While looking at student performance and progress, we noticed that, in mathematics: only 71.1% of the students made one year of progress; the average change in student proficiency is lower in every comparable grade (4-6) than it is in ELA; student performance in math is only 63.8% and 50% when compared to peer and city horizons respectively; and student proficiency is only 61.7% and 45% when compared to peer and city horizons respectively. Although these numbers have increased since the 2007-2008 school year, they still represent an almost 30% of students not making a year of progress in one school year and, when compared to students in the entire city, our students are below the minimal 51% benchmark.



Looking at different measures of student performance, and knowing that science is an inherently multidisciplinary subject that requires students to use their reading, writing, and math skills, we noticed that only 72% of our students in 2007-2008 and 65% of our students in 2008-2009 scored at levels three and four on the State Grade 4 Science test. These numbers leave us with 28% and 35% respectively of students not meeting standards.



SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goals#1: By June, 2011 the levels of students performing at proficiency levels of 3 and 4 will increase between 3 and 5%

Description: As per our Progress Report data in the area of student performance and the NYS School Report card, we must provide standards driven differentiated Language Arts instruction in Grades K-8 that will support the needs of all of our students, with emphasis on our students with disabilities and English Language Learners, and enable them to meet and exceed the NYS English Language Arts standards

Goal #2: Performance of ELL students will increase as measured by the 2011 English Language Arts exam administered in the spring by 3 to 5% as well as the decrease of students receiving ESL services after three years.

Description: As per our state accountability report, we need to ensure that English language learners make quicker progress especially in ELA through differentiated support.

Goal #3: As per our NYS accountability report and our school Progress Report it is apparent that we must provide standards-driven differentiated mathematics instruction in grades K through 8 that will support the needs of all students and enable them to meet and exceed the NYS mathematics learning standards.

Description:

- By June 2011, the percentage of students scoring levels 3 or 4 will increase by a minimum of 3-5 percentage points
- By June 2011, the percentage of 4th grade students scoring levels 3 or 4 will increase by a minimum of 4- 8 percentage points.

Goal #4: By June 2011, all students in grades K-5 will be exposed to at least six new inquiry based units in the area of Social Studies and Science that are aligned to the citywide scope and sequence.

Description: Our school needs to increase the level rigor and engagement in the area of Social Studies and Science in grades K-5.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, middle school ELL students will demonstrate progress toward achieving State standards as measured by a 0.14 gain in proficiency on the NYS ELA exam and Teachers College reading levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase the number of periods that we teach ELA from two to three periods per day in the elementary school. The third period will be called 2nd Literacy and will include three components: 1) Read Aloud with Accountable Talk 2) Word Work 3) Shared Reading. This schedule change will allow teachers more time to work in guided groups within our existing two (Reading and Writing Workshop) periods. • Adjust the middle school schedule to make advisory periods literacy based and include three components 1) Read Aloud and Accountable Talk 2) Word Work 3) Shared Reading. • Purchase and provide teachers professional development on a new vocabulary development program, <i>Wordly Wise</i> for grades K-8. <i>Wordly Wise</i> has over fifteen years of research and proven success in developing vocabulary in students. • Teachers will be provided professional development on a new school wide focus: fluency and comprehension. Teachers will be provided professional development on how to teach fluency and comprehension in small groups using short text passages. This initiative will be taught for 20 minutes per day as part of our AIS period. • Teachers will participate in professional development sessions that will enable them to learn about and plan for new ways to differentiate their instruction to meet the needs of all students. Balanced literacy lab-sites run by Teachers' College Reading and Writing Project staff developers will model these instructional strategies and give teachers an opportunity to practice them with their colleagues. • Literacy coach will provide ongoing support for these professional development sessions to all teachers. Teachers' College staff developers are contracted to model and provide instructional hands-on support with the staff in study groups, lab sites and conferences for

	grades K-8, ELL, and At Risk students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional development logs • Roster from TC on leadership series • AP notes from study group • Implementation of strategies from principal study group • Teacher's/ Administrators goals and objectives • Assembly presentations • Professional development sessions led by cluster personnel

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Performance of ELL students will increase as measured by the 2011 English Language Arts exam administered in the spring by 3 to 5% as well as the decrease of students receiving ESL services after three years.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Use data from professional development sessions in order to differentiate upcoming session • Recruit more staff to participate in Teacher College Leadership series. • Send AP's to Leadership conferences at TC • Participate in TC principal's study group on systems thinking. • Continue one to one conferences with all staff members and administrative team • Review and evaluate teacher goals • Special education, ESL, Coaches, Guidance staff and AIS personnel will write yearly goals to be monitored by principal and updated three times per year • Devise system for the turn-keying of external professional development activities • Work with AP supervising cluster teachers to create experts in content specific subjects Requiring clusters to present culminating activities at the end of their cycles
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Professional development logs • Roster from TC on leadership series • AP notes from study group • Implementation of strategies from principal study group • Teacher's/ Administrators goals and objectives • Assembly presentations • Professional development sessions led by cluster personnel

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the percentage of students scoring levels 3 or 4 will increase by a minimum of 3-5 percentage points</p> <ul style="list-style-type: none"> • By June 2011, the percentage of 4th grade students scoring levels 3 or 4 will increase by a minimum of 4- 8 percentage points.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers must differentiate their instruction to meet the needs of each child, so that all students are challenged and moving academically. This is true for all students, especially the bottom 1/3 and students who scored levels 3 & 4 on the 2010 NYS exams. This differentiation will take place during student activity time of the math workshop model and during guided math instruction. • Teachers will be provided with professional development sessions about analyzing data, such as ECAM results and observation notes to group students. They will also learn methods for differentiating the student activity and ideas and methods for guided math instruction. • There will also be math lab-sites where teachers will practice the differentiation techniques that they have learned. • Teachers will also receive professional development on teaching problem solving and the math process strands through the use of Exemplars that will be received through our Network.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Professional development logs • Roster from professional development work sessions • AP notes from study group • Implementation of strategies from supervisory meetings • Teacher's/ Administrators goals and objectives • Unit Tests • Advanced placement classes

	<ul style="list-style-type: none">• Exemplar production
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<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in grades K-5 will be exposed to at least six new inquiry based units in the area of Social Studies and Science that are aligned to the citywide scope and sequence.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All classroom teachers and science and social studies cluster teachers will be provided units of study in the area of Social Studies and Science that follow the Understanding by Design (UBD) format and are inquiry based and include hands-on learning activities and culminating projects. • All classroom teachers and science and social studies cluster teachers will be provided professional development by the principal in the area of inquiry based and hands-on learning in social studies and science as well as professional development in Understand by Design (UBD) • All classroom teachers and science and social studies cluster teachers will be given additional planning time to unpack the units of study and further develop culminating tasks so that the better meet the individual needs of our learners.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I Title III C4E Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teacher professional development logs • Grade level planning agenda • Student culminating tasks in the area of Social Studies and Science • Information observations <p>Formal observations</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

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Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	45	45	N/A	N/A				
2	45	45	N/A	N/A				
3	72	70	N/A	N/A				
4	71	71	N/A	N/A				
5	69	68	69	69				
6	55	55	48	48				
7	25	25	40	38				
8	25	25	40	40				
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Extended Time Instruction Academic Intervention Period Extended Day Program SES Programs	Small group instruction/one to one-Tues, Wed, and Thurs-50 minutes during the school day. Small group instruction/one to one-Mon-Friday-during the school day for 35 minutes. Small group instruction/conferring-Tues and Thurs-After school for 1hour-Sep.- Jan.
Mathematics: Extended Time Instruction Academic Intervention Period Extended Day Program SES Programs	Small group instruction/one to one-Tues, Wed, and Thurs-50 minutes during the school day. Small group instruction/one to one-Mon-Friday-during the school day for 35 minutes. Small group instruction/one to one conferring-Tues-Thurs-After school for 1hour-January-March
Science:	Small group instruction/one to one conferring-Tues-Thurs-After school for 1hour-February-June
Social Studies:	Small group instruction/one-to-one- Mond-Thurs- 30 minutes per day, during the school day.
At-risk Services Provided by the Guidance Counselor:	School counselor will provide guidance and crisis intervention services during the school day in one-on-one or small group sessions one period a week or more frequently as needed.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Social Worker will provide counseling services to at risk students especially students in the targeted subgroups of SWD, ELLs and Economically Disadvantaged during the school day, one period a week or more frequently if necessary.

At-risk Health-related Services:	
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: Robert E. Simon BEDS Code: 03M165

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	4,320	Instructional: Per Session Extended Day Program for ELLs Cycle: March-May, Tuesday and Thursday for 8 weeks. Groups: 6
	3,600	Professional Development: Per Session
	2,430	Training Rate: Study Group Participants 10, two times a month
	1,080	October- June
Purchased services such as curriculum and staff development contracts	3,500	Study Group Facilitators: 2 Per Session 3 hours a month
		Parent Involvement/Engagement: Per Session Parent Workshops
		Planning and Facilitation
Supplies and materials	11,203	Consultant Services: The Center for Applied Linguistics
	800	Instructional: Classroom Libraries, Guided Reading Sets.
	500	Professional Development Book Study Group
		Parent Workshop materials (e.g., folders, handouts, refreshments)
Travel		
Other		
TOTAL	\$27,433	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

NYSESLAT data reveals that our ELLs across all the grades are more proficient in listening and speaking.

After analyzing the trends across the four modalities, the school has decided to use the following programs for instruction: The balanced literacy program implemented by Teachers College Reading and Writing Project. Classrooms are provided with libraries that include a variety of authentic textual materials in English and Spanish. Our students are also receiving word study instruction using the "Words Their Way" Program. Everyday Mathematics is taught to all students and the student materials are available in English as well as Spanish. Also, this year grades 2-4 are using the FOSS Science Modules inquiry based Science instruction. English language learners also participated in extended day school programs to support them in preparing them for the ELA and Mathematics state exams. They are grouped according to their instructional levels and use materials that address their specific needs. Each spring, our English language learners attend an after school program that focuses on language and vocabulary development and NYSESLAT preparation.

1. **According to 2009** English Language Arts (ELA) results, the majority of our ELL students score at the performance levels 2 and 3. Classroom instruction and academic support services is structured to support the development of strategies and skills. As the students progress through the grades, level 1's decrease significantly.
2. The school leadership team and teachers will use the periodic assessment results to identify areas of specific needs in addition to monitoring student progress
 - a) English proficient students are assessed with literacy assessments such as Teachers College Reading and Writing Project's reading levels.

b) English proficient students that begin the dual language program in the early primary grades and remain in the program are able to achieve proficient levels in the second (Spanish) language.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parent Program Choice:

1. Parent orientations meetings are conducted for families of newly enrolled ELLs following registration to provide them with information about programmatic offerings. During the orientation, families are provided with the opportunity to watch a parent orientation video. Families then complete the "Parent Survey and Selection Form" in which they select the preferred program for their child. Informational materials are made available in parent's home language. Parents are welcomed by the Parent Coordinator or the pupil accounting secretary who explains the registration procedures and what documents are required. The parent registering the child completes a Home Language Survey and if the parent indicates that a language other than English is spoken in the home, the ESL teacher assesses the child using the LAB-R. If the child does not receive a passing score, s/he is then entitled to ELL services. The ESL teacher or Parent Coordinator then shows the video describing instructional options for ELLs to the parents.

The majority of the parents from Spanish-speaking homes select the Dual Language Program. There are a few Spanish-dominant parents that feel strongly about having their children in an English-only program with ESL services. The bilingual parents of children who speak languages other than Spanish are interested in English only classrooms with ESL pull-out/push-in services. Yes, the programs offered at PS 165 are aligned with parent requests.

We will continue to build alignment between parent choice and program offerings by conducting parent orientations at the end of the year to our Pre-K parents as well as inviting parents from Pre-K community-based organizations. We also provide tours so that prospective

parents can see the programs in action. At the beginning of the year we will offer parent orientations to new parents to orient them to our program offerings.

Programs offered at PS 165 are aligned with parent requests. We assess the school's translation and interpretation needs based on intake during initial registration. Families are asked to identify whether a language(s) other than English are spoken at home. ESL teacher continues intake process and documents the languages that families identify. Parent Coordinator coordinates and schedules timely translation and interpretation services for parent workshops and school meetings and events.

Planning for ELLs

Ongoing assessments assist teachers in identifying students' needs. Interventions and support services are planned accordingly. Articulation between classroom teachers and service providers ensures that students' needs are being addressed. Push-in and pull-out instruction at PS 165 are planned to ensure that ELL students are provided with mandated services in mono-lingual classes. The dual language classes are taught by teachers proficient in both languages, Spanish and English. All subjects are taught in both languages in a 50:50 model. Materials and classrooms are color-coded (red: Spanish and blue: English) to support teachers in separating the languages to ensure that students leave the program bilingual and biliterate.

Students that scored at the Beginning level will require additional support and intervention in Reading. English language learners will be supported through small group instruction where they will receive targeted instruction in listening and reading skills. At the Intermediate level we have students that will require additional support in Writing. These students, along with most of the ELLs at PS 165, are included in our extended time program when ELLs are instructed in small groups to support them in making gains towards meeting the standards. During this time teachers will instruct these ELLs through guided writing lessons and activities. Most of the students that scored at the Advanced level require additional interventions in Writing. These ELLs are being provided additional supports including targeted instruction during the extended time program four times a week, in addition to small group instruction during our AIS (Academic Intervention Services) period. The AIS period at PS 165 is scheduled for 25 minutes, Monday through Friday. ELLs receive differentiated instruction in Reading and Writing during this time as an additional teacher pushes into classrooms. ELLs with special needs receive targeted instruction and related services throughout the instructional day. ELLs in grades 3-8 benefit from our Extended Day Program three times a week for an hour each day. The extended day program is designed to improve performance levels of students in English Language Arts, Math and English as a Second Language. The Extended Day Program begins in late September through May of the school year.

ELLs will be targeted in small groups during our extended time program There will be an extended day program for all English language learners. Title III funds will be used to train the teachers and also to pay the teachers per-session. Any consultants that are hired to provide our staff with professional development for the ELL extended day program will also be paid from these funds. Also, classroom libraries and other materials for the after school program will be bought with these funds. The program will aim to

include at least 75% of students performing at the Intermediate and Advanced levels on the NYSESLAT. The focus will be on language development and high academic achievement in areas based on student need.

Resources and Support

1. Instructional materials to support ELLs include leveled books in various genres, Realia, books on tape and books that support content area instruction.
2. Teachers of ELLs are provided with multiple professional development opportunities. On-site professional development includes study groups and lab-sites that highlight effective and practices to support ELL instruction. In addition, participation at Calendar Day Workshops for teachers of ELLs are scheduled. All newly appointed ELL teachers will be provided with a mentor teacher to support them in planning and implementation of instruction and assessment of ELLs. All teachers serving ELLs will be encouraged to participate in ELL-Institute and other professional development workshops/conferences such as Bank Street College of Education Language Series.
3. The native language is supported through authentic Spanish literature, the arts, and various cultural events.

Program Descriptions

Dual Language Program-English/Spanish

- All students enrolled in the dual language program were a result of parent choice.
- Twelve (12) heterogeneously grouped dual language classes for Spanish-speaking ELLs and English native speakers, two classes at each grade K-5 and one class per grade in the middle grades.
- Two (2) gifted and talented dual language classes for Spanish-speaking ELLs and English native speakers in one multi-grade class and one single grade class. Grades: 3/4 and 5.
- Each class has 20-25 students. The linguistic composition of each class consists of English dominant and Spanish-dominant students who are ELLs. Results of NYSESLAT and the LAB-R are used to determine language development.
- Half of the day, instruction is completely in Spanish and the other half of the day, instruction is in English. Beginning in first grade, students are taught using a team teaching model where two teachers share two groups of students who receive the same curriculum delivered in the two languages, Spanish and English. All content areas are taught in both English and Spanish, depending on the designated language of instruction for the day.
- Lessons are planned with language objectives as well as content objectives.
- Our instruction model uses the core curriculum, focused on balanced literacy and balanced mathematics and is in alignment with NYC and NYS Native Language Arts, English as a Second Language Standards, National Council of Teachers of Mathematics Standards, Balanced Literacy and Mathematics is a differentiated approach that facilitates addressing the needs of and success of

our ELL population. Through instructional practices such as conferring, small group instruction and mini-lessons, instruction is targeted to students with specific learning or language needs.

The components of this comprehensive approach include:

- Interactive Read Aloud
- Independent Reading and Writing
- Shared Reading
- Guided Reading and Writing Instruction
- Conferring
- All instruction in Spanish is provided by fully certified bilingual teachers who participate in ongoing professional development provided by the NYC Department of Education Office of English Language Learners and other professional development consultants such as The Center for Applied Linguistics.

ESL Program

- Students whose parents opted for ESL receive the following services:
 - Pull-out ESL services for beginning level students (out of classroom in small groups).
 - Push-in services for intermediate and advanced level students (team teaching).
- Students are organized in classes by levels determined by NYSESLAT results. Beginning and intermediate level students receive 2 units or 360 minutes of ESL instruction per week. Advanced level students receive 1 unit or 180 minutes of ESL instruction per week.
- ESL instruction is aligned to NYS Learning Standards for English as a Second Language: The Teaching of Language Arts to Limited English Proficient/English Language Learners.
- The classroom teacher uses ESL strategies to deliver academic content area instruction and provide additional support
- ESL instruction is provided by full licensed ESL teachers.

Transitional Bilingual Self-Contained Special Education Program (12:1:1)

- One self-contained special education classes for Spanish speaking ELLs,
- The bilingual special education class utilizes differentiated instruction based on student's English and native language proficiency and academic involvement.
- The English proficiency level of each student is reviewed each year by NYSESLAT results and the level of ELA, ESL and NLA instruction is determined, appropriated and reflected in planning and instruction.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	557521	144942	702463
2. Enter the anticipated 1% set-aside for Parent Involvement:	5575	1449	7024
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28800	*	
4. Enter the anticipated 10% set-aside for Professional Development:	63628	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Parent Involvement

Parent Association

Parents are invited to become active participants in their children's education by joining the Parent Association (PA), which meets on the third Wednesday of the month in the Auditorium at 6:00 PM for the general meeting and on the first Wednesday at 8:45 AM for the Executive Board Meeting. The P.S. 165 PA works for all the children in the school by supporting special programs, assisting in the classrooms, and providing communication. Your involvement in the PA is important in helping the school provide a quality education for all our children.

Learning Leaders

Each class will have two class parents or guardians who will assist the teacher for the well being of the entire class. Each class parent will work with the classroom teacher to determine the specific needs of each class; however, one important role is for the class parent to be the conduit of communication between the teacher, the school, the PA and the families.

Important Telephones

- Main Office 212-678-2873
- Parent Coordinator, Mr. Jose Duran 212-678-2873 ext. 1142

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students,

are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 165 SCHOOL-PARENT COMPACT

PS 165 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

The Robert E Simon PS 165 will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - *Recruit and hire highly qualified, certified teachers*
 - *Provide ongoing professional development in areas such as academic intervention, and support for English language learners and other students with special needs*
 - *Provide resources such as leveled classroom libraries, computer lab, science lab and art studio*
 - *Various extended-day programs offered*
 - *Academic intervention services provided.*

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:**
 - *Parent-Teacher conferences are held every November and March.*

- **provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**
 - *Progress reports are distributed to parents every November, March and June.*
 - *Weekly/monthly individualized progress reports made available by teachers.*
 - *Class newsletters distributed monthly.*

- **provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
 - *Meetings with teachers can be scheduled by calling the school and setting up appointments throughout the school year.*

- **provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**
 - *Monthly classroom visits*
 - *Monthly class publishing celebrations*
 - *Special projects presentations*
 - *Annual Multicultural Celebration each May*
 - *Parent-run after-school sports program*
 - *Learning leaders in classrooms assisting with activities and trips.*

<p>PS 165 Parent Responsibilities</p>
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We, as parents, will support our children’s learning in the following ways:

- *supporting my child's learning by making education a priority in our home by:*
 - *making sure my child is on time and prepared everyday for school;*

- *monitoring attendance;*
- *talking with my child about his/her school activities everyday;*
- *scheduling daily homework time;*
- *providing an environment conducive for study;*
- *making sure that homework is completed;*
- *monitoring the amount of television my children watch;*
- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *express high expectations and offer praise and encouragement for achievement.*

<p>PS 165 STUDENT RESPONSIBILITIES</p>

As a citizen of the P.S. 165 School Community, I agree to do the following in order to succeed in school:

- 1. I will be responsible for my own learning.*
- 2. I will come to school on time every day.*
- 3. I will do all my homework every night.*
- 4. I will be on my best behavior every day.*
- 5. I will come prepared and try my best every day.*
- 6. I will show courtesy and respect to my classmates and to all adults.*
- 7. I will keep our school clean and beautiful.*
- 8. I will listen to others when they speak.*
- 9. I will dress appropriately for school each day. I will not bring things that will distract me from my learning for example: hats, toys, candies, sodas, gums, cell phones.*

Student signature: _____

Parent signature: _____

Date: _____

The Robert E Simon PS 165 will:

- *involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;*
- *involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;*
- *hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;*
- *provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;*
- *provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;*
- *provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and*

- *provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*

The State’s high academic standards, the Robert E Simon PS 165 will:

- recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams;
- notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information;
- work with the LEA in addressing problems, if any, in implementing parental involvement activities in *Section 1118- Parental Involvement* of Title I, Part A.
- work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School Staff-Print Name	Signature	Date
Parent(s)- Print Name(s)		
Student (if applicable)- Print Name		

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Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Please see Needs Assessment Section of CEP starting on page 11.

2. School-wide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Extended day programs will increase instructional time and academic support for students not meeting grade level benchmarks.
- Help provide an enriched and accelerated curriculum.
 - An enrichment curriculum will be offered to all students.
- Meet the educational needs of historically underserved populations.
 - Student data will be disaggregated to identify trends and patterns of subgroups such as students with disabilities and English language learners and determine effective instructional programs and strategies that will address their needs.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Further disaggregate test data to determine specific skill deficits and re-teach those areas during small group instruction.
 - Examine instructional materials to determine if they are appropriate for the lowest-performing students.
 - Establish a performance plan that specifies skill mastery and timelines for completion.

- Provide additional instructional assistance during the school day and after school as appropriate
- Are consistent with and are designed to implement State and local improvement, if any.

Based on 2008-2009 data, the school has prioritized the areas of reading comprehension, development of oral/language and writing skills as priorities. Our goals include continuing our use of assessment tools that will inform instructional planning and support teachers in developing differentiation strategies for small group instruction to address the academic needs of students not meeting grade level benchmarks.

3. Instruction by highly qualified staff.

One hundred percent of PS 165 teachers are certified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

PS 165 has a strong commitment to professional development for its teaching staff. Professional development has consistently addressed the needs of at-risk students, students with disabilities and English Language Learners. On-site professional development includes lab-sites, study groups and teacher inter-visitations. Teachers also attend conferences and workshops that focus on supporting the needs of students with disabilities and English Language Learners. Parent workshops will be coordinated by Parent Coordinator in conjunction with lead teachers

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

In its partnership with local colleges with teacher education programs, PS 165 has been successful in attracting highly qualified teachers. Each year, graduates of Teacher's College and Columbia University seek teaching positions at the school following their placement at the school for their student teaching assignments. In addition, school administrators and teachers attend DOE recruitment fairs to recruit, interview and hire qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent classroom visits are scheduled every month for all grade levels. In addition, PS 165 has a number of family literacy events such as a community sponsored "Read Out Loud" event, PS 165 Book Swap, and Family Literacy Night. These events are scheduled throughout the school year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Kindergarten teachers establish and remain in contact with local pre-school programs. During the spring, Kindergarten teachers schedule a time for pre-school students in community programs to visit the school and Kindergarten classrooms.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
During professional development sessions and grade level meetings teachers review and discuss the use of academic assessments that will support them in addressing the needs of their students. Teachers also review the results of the Acuity assessments in the area of Mathematics and additional assessments tailored to the needs of their students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Assessments are administered throughout the school year to gather student data. DYO Literacy Assessments are administered approximately every 3 months to monitor progress in reading performance. Interim assessments are also administered and teachers use item analysis of student's responses to inform their planning and implementation of appropriate lessons and strategies.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$557,521	X	
Title I, Part A (ARRA)	Federal	X			\$144,942	X	
Title II, Part A	Federal	X			\$124,122	X	
Title III, Part A	Federal	X			\$28,580	X	
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local			X			

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, we have 16 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
Our students in temporary housing receive many services provided by the school. Some of these services include: our after-school math and English help; our after-school sports program that include flag football and basketball; our collaboration with RUSH Philanthropic Arts Foundation that provides arts instruction to our students both during and after school; our collaboration with the YMCA that provides students with after-school activities including sports and academics; community service requirements for our middle school students; services provided by our School Based Support Team that includes a social worker, two guidance counselors, and a school psychologist. We also provide many other services to our students in temporary housing that range from opportunities to learn music from the NY Philharmonic to opportunities to lead visiting groups through exhibitions of our students' art in our art gallery.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 165 Robert E. Simon					
District:	3	DBN:	03M165	School		310300010165

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	18	18	18		92.2	93.4	93.5
Kindergarten	92	86	87				
Grade 1	97	91	93	Student Stability - % of Enrollment:			
Grade 2	94	95	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	111	98	111		93.5	93.7	90.5
Grade 4	87	104	104	Poverty Rate - % of Enrollment:			
Grade 5	99	83	101	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	55	55	53		74.8	81.0	80.2
Grade 7	0	50	58	Students in Temporary Housing - Total Number:			
Grade 8	0	0	49	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		16	96	118
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		2	5	4
Ungraded	1	8	7				
Total	654	688	769				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	26	38	Principal Suspensions	31	12	20
# in Collaborative Team Teaching (CTT) Classes	44	58	71	Superintendent Suspensions	6	4	4
Number all others	32	42	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	134	8	TBD	Number of Teachers	50	54	60
# in Dual Lang. Programs	125	118	TBD	Number of Administrators and Other Professionals	12	12	8
# receiving ESL services only	33	32	TBD				
# ELLs with IEPs	9	37	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals	1	1	4
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	3	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	66.0	64.8	63.3
				% more than 5 years teaching anywhere	54.0	51.9	41.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	89.0	86.7
American Indian or Alaska Native	0.5	0.4	1.4	% core classes taught by "highly qualified" teachers	100.0	90.3	100.0
Black or African American	19.6	19.0	18.5				
Hispanic or Latino	69.3	70.5	70.9				
Asian or Native Hawaiian/Other Pacific	3.1	3.1	2.7				
White	6.6	5.8	6.5				
Male	54.6	54.4	54.1				
Female	45.4	45.6	45.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	43.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

Network Cluster CFN 408	District 3	School Number 165	School Name Robert E. Simon
Principal Mr. Brett Gallini		Assistant Principal Ms. Castellano/Mr. Villegas	
Coach Ms. Clara Bouillon		Coach <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Teacher/Subject Area Ms. Chan, ESL		Guidance Counselor Mr. Calder	
Teacher/Subject Area Ms. Carrasquillo, ESL		Parent Ms. Simpson / Ms. McLeod	
Teacher/Subject Area Ms. Madrigal / Grade 1		Parent Coordinator Mr. Jose Duran	
Related Service Provider Ms. Motta, Speech Teacher		Other Ms. Machado, IEP Teacher	
Network Leader Mr. Lucius Young		Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	23	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	774	Total Number of ELLs	179	ELLs as Share of Total Student Population (%)	23.13%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process

1. When students are registered for school, one of the forms that parents complete is the Home Language Identification Survey (HLIS). For some of these children, there is a language other than English or in addition to English that is understood. For these possible English Language Learners (ELLs), we administer the Language Assessment Battery-Revised (LAB-R) within 10 days of the child's enrollment. If the child passes the LAB-R, s/he is not considered an ELL. If s/he does not pass the LAB-R and Spanish has been identified as the other language at home, then the Spanish LAB is administered.

In September, Ms. Chan and Ms. Carrasquillo [the 2 full-time English as a Second Language (ESL) teachers, certified by New York City and New York State] hold the first of numerous Parent Orientations for all of the families of possible ELLs. During the meetings, parents learn about the Transitional Bilingual Education (TBE) program, the Dual Language Program, and the monolingual freestanding program with ESL services. They watch the NYC Department of Education Parent Orientation video in Spanish and English (or in any other language that is available, as needed). A Question-and-Answer session then takes place, followed by the introduction and completion of the "Parent Survey and Program Selection Form."

For those students who are mandated for ESL services based on LAB-R results, an annual assessment is administered during the spring. The New York State English as a Second Language Achievement Test (NYSESLAT) is comprised of 4 modalities and measures the proficiency levels of ELLs. If the child passes the NYSESLAT, s/he is considered proficient in English but will still be supported by teachers with ESL modifications. If the child does not pass, s/he will be an ELL for the following school year and will continue to receive ESL instruction.

Our Test Coordinator, Ms. Machado, will schedule the dates and assignments of the administration of the NYSESLAT. She will ensure that all of our current ELLs take the 4 modalities of the NYSESLAT. All ELLs receive extended time in New York State tests.

2. Parents of possible ELLs need to understand all 3 program choices before they decide for their children. As explained above, numerous Parent Orientations are held for families by the ESL teachers and the Parent Coordinator. Most of our parents are Spanish-speaking. We present the Department of Education (DOE) video in which Joel Klein narrates and describes the 3 program choices offered by NYC. We are able to converse with parents in their native languages to clarify for them what a typical day in each of the programs might be like for the children. We are committed in our parents' being fully informed before they decide on the most appropriate program for their children.

For the families who cannot attend the Parent Orientations, letters are sent home with surveys that need to be completed, signed, and returned. The "Guide for Parents of English Language Learners" from the NYCDOE is also enclosed and sent home. It comes in English and in 12 other languages. It provides a brief overview of the video. In addition, we have created an explanatory sheet, which summarizes the video and includes information about the 3 program choices. We send this sheet home because it helps the parents fill out the survey. All of the above is done beginning in September and continues throughout the school year, as new students arrive at our school.

3. At our Parent Orientations, parents complete the "Parent Survey and Program Selection Form" and return them to us. For those parents who do not attend, we send the Program Selection Forms home with additional brochures that clarify the 3 program choices. We encourage parents to call us if they have questions. We also call home to remind them to return the forms and discuss the 3 program choices. We also meet parents at dismissal to ensure that forms are completed and returned.

As for the Entitlement Letters, the ESL teachers compile an annual "Roster of ELLs and Handscores" for their own records. This helps the teachers determine the types of entitlement letters that need to be sent home. The letters are downloaded (in English and in the students' home languages, if available), photocopied on school letterhead, completed, and sent home to all families who need to receive them. We also keep a copy of every entitlement letter that we send home.

4. The criteria used to place identified ELLs are the HLIS, the LAB-R, the Parent Orientations, the Parent Survey and Program Selection Form, and conversations with parents. Parent Orientations are held to provide information about the TBE, Dual Language, and ESL programs. We inform parents that at our school, we have dual language classes, monolingual classes, and self-contained bilingual special education classes. If the families prefer a TBE model for their children, we would work with them to find an appropriate school. They also know that if there are 15 families with ELLs who have the same home language within two contiguous grades or in the same grade (all of whom select TBE as their first choice), a TBE class must be opened at the school. Ms. Arce, our Pupil Accounting secretary, communicates with parents in English and Spanish about the choices that parents have for their children. Parent consultations with Mr. Duran, our Parent Coordinator, are frequent, particularly at the beginning of the school year.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, the trend in program choices that parents have opted for has overwhelmingly been in favor for the Dual Language program. The figures are:

2010-2011: Dual Lanauage 58% / ESL 28% / TBE 14%

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades
(includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	2	2	2	4	4	4	1	1	0	0	0	0	0	20
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	2	1	2	2	2	1	1	1	0	0	0	0	14
Total	4	4	3	6	6	6	2	2	1	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	108	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	51	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	86	0	6	29	0	1	2	0	0	117

ESL	29	0	1	15	0	7	3	0	0	47
Total	115	0	7	44	0	8	5	0	0	164
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	11	29	18	21	18	21	23	33	22	33	16	35	8	13	8	20	0	0	124	205
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	11	29	18	21	18	21	23	33	22	33	16	35	8	13	8	20	0	0	124	205

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other <u>0</u>	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>200</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>15</u>	Asian: <u>1</u>
Native American: <u>1</u>	White (Non-Hispanic/Latino): <u>3</u>
	Hispanic/Latino: <u>180</u>
	Other: <u>0</u>

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	2	9	4	7	4	5	3	□□□□	□□□□	□□□□	□□□□	39
Chinese	1	1	□□□□	□□□□	□□□□	1	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	3
Russian	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Bengali	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Urdu	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Arabic	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	1	□□□□	□□□□	□□□□	□□□□	□□□□	1
Haitian	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	1	1	□□□□	□□□□	□□□□	□□□□	□□□□	2
French	□□□□	□□□□	□□□□	1	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	1
Korean	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Punjabi	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Polish	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Albanian	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
Other	2	□□□□	□□□□	□□□□	4	□□□□	3	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	9
TOTAL	4	5	0	10	0	0	0	7	0	0	0	0	0	55

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

PROGRAMMING AND SCHEDULING INFORMATION

1. The organizational models of ESL instruction are push-in and pull-out. The program models are same-grade, multi-grade, heterogeneous, and homogeneous. Ms. Carrasquillo teaches ESL grades K-3 and Ms. Chan teaches ESL grades 4-8. In some classes, the ELLs are in the same grade. There are also classes in which the students are from different grades, grouped according to students' needs. The teachers teach using a push-in and pull-out model, depending on the class and the grade. Some ELLs are taught only through the push-in model. For example, in class 501, the ELL is entitled to 180 minutes of ESL per week. Ms. Chan pushes into 501 to provide instruction. There are also ELLs who are taught through a combination of both the push-in and pull-out model. For students who are entitled to 360 minutes, the ESL teachers see their students in both a push-in and pull-out model. For example, in grade 7, Ms. Chan pushes in five periods a week to work with the four ELLs in 702 during their Reading Workshop. Two of the four ELLs need 180 minutes of ESL per week, because they are Advanced ELLs. Their mandated minutes are covered by the push-in ESL model. The other two ELLs, however, are Beginner/Intermediate ELLs and are entitled to 360 minutes of ESL per week. For their remaining minutes, Ms. Chan pulls the two ELLs out for three periods during the week in the afternoons. This way, these Beginner/Intermediate ELLs receive their mandated 360 minutes of ESL service.

As for the Dual Language classes, the K classes are self-contained. One teacher is with the same class all year and teaches in both English and Spanish. Grades 1-5 are rollercoaster side-by-side and grades 6-7 are side-by-side. In a rollercoaster side-by-side model, there are two Dual Language teachers for that grade. In first grade, for example, the Dual Language classes are 103 and 104. The children of 103 start the day with 103 Ms. Rodriguez-Lopez, learning in English. Shortly after lunch, class 103 switches and spends the rest of the school day with 104 Ms. Madrigal, learning in Spanish. The following morning, the children of 103 start their day with 104 Ms. Madrigal and will then be with Ms. Rodriguez-Lopez after lunch. Our Grade 8 classes are monolingual only and Ms. Chan sees the ELL in a pull-out class.

2. Ms. Chan and Ms. Carrasquillo are the 2 full-time certified ESL teachers who work with our ELLs in the monolingual classes. They maintain records of our ELLs school-wide and fully serve all the ELLs according to their levels of ESL. ELLs are entitled to either 180 or 360 minutes of ESL per week.

The Dual Language classroom teachers of PS 165 also provide the mandated number of instructional minutes to our ELLs. The English-component teachers of our Dual Language program are K-013 Ms. Menendez; K-014 Ms. Sayre; 1-103 Ms. Rodriguez-Lopez; 2-203 Ms. Baez; 3-303 Ms. Grimaldi; 4-403 Ms. Bard; 5-503 Ms. Stevenson; 5-506 Mr. Toral; 6-603 Ms. Flores; and 7-703 Ms. Hackett.

A. Explicit instructional minutes are delivered in each program model. ESL instructional minutes are delivered in either a push-in or pull-out setting. The ESL teachers meet often with classroom teachers to discuss lessons, strategies, and ideas to best serve the ELLs. Beginning and Intermediate ELLs are served 360 minutes a week. Advanced ELLs are served 180 minutes per week. Dual language classroom teachers also meet frequently to plan Native Language Arts (NLA) and ELA instruction for the ELLs. Following their ELL population and the students' needs, teachers create subgroups according to the mandated minutes. They also take into consideration the NYSESLAT subscores, and group students according to how the children scored on the Speaking/Listening/Writing/Reading parts of the test. Themes, objectives, and lessons for each subgroup are planned in order to differentiate instruction.

3. Content area instruction is delivered in each program model. Ms. Chan and Ms. Carrasquillo use ESL methodologies to enrich language development. They teach the content areas in thematic units and align their lessons with those of the classroom teachers. At PS 165, our literacy curriculum is based on the Teachers College Reading and Writing Project (TCRWP). Realia, graphic organizers, Total Physical Response (TPR), role-playing, picture books, songs, and manipulatives are some of the tools and methodologies used to scaffold our ELLs' learning. The ESL teachers take into consideration the students' learning styles: tactile, kinesthetic, visual, and auditory. Dual language teachers also employ ESL methodologies and strategies as they teach their students in English and Spanish. All teachers are committed to advancing the ELLs in English proficiency.

4. Teachers differentiate lessons by planning for subgroups and the children's needs.

a. Students who are considered Students With Interrupted Formal Education (SIFE) come to school with many challenges. The children have had interruptions with their formal education and therefore come to an English language school system academically behind in comparison with their peers. For these children, the transfer of the first language (L1) to the second language (L2) is challenging because their knowledge and skills in L1 are not on grade-level. For these students, intense instruction in L1 has to be provided before L2. The teaching of phonemic awareness and the use of picture books are important for these children. Oral language skills in L1 and eventually L2 are improved with retelling, storytelling, and role-playing. In addition to classroom teachers, reading specialists or ESL teachers provide intervention services for SIFE.

b. ELLs who have been in school for less than 3 years also receive the mandated number of minutes that they are entitled to for ESL services. Some of these ELLs are grouped with Ms. Chan and Ms. Carrasquillo. Instruction is tailored to their needs, whether it is for phonics, fluency, or reading for comprehension. Since No Child Left Behind (NCLB) now requires ELA testing for ELLs after one year, our ELLs also participate in rigorous test preparation lessons. In addition to ELA test prep during the day, there are plans for an afterschool program for test readiness. In which our certified teachers will work with ELLs.

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.
Please note that NLA support is never zero.

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

A. Programming and Scheduling Information--Continued

1. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
2. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
3. What new programs or improvements will be considered for the upcoming school year?
4. What programs/services for ELLs will be discontinued and why?
5. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
6. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
7. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
8. Do required services support, and resources correspond to ELLs' ages and grade levels?
9. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
10. What language electives are offered to ELLs?

5. We offer targeted intervention programs for ELLs in ELA, Math, and other content areas. Our Extended Day program is held Mondays through Thursdays from 2:40-3:17. AIS (Academic Intervention Services) is held every school day from 9:05-9:30. The language of instruction is either English or Spanish.

We have two Intervention teachers who work with children whom we consider at-risk. Ms. DeVincenzi and Ms. Rodriguez focus their lessons on guided reading, shared reading, shared writing, phonics, vocabulary enrichment, fluency, and comprehension.

We have a Saturday Enrichment Program in which our students take classes such as Music, Technology, Puppets and Literacy, and Spanish. For three hours on a Saturday, our students receive instruction from our certified teachers to improve the students' oral language skills.

Beginning in January 2011, we will offer an afterschool class for NYSESLAT preparation. We will also offer an afterschool program for K-2 students, and an afterschool ELA class (3 days a week) for children in grades 3-8. We also have an action plan for a summer class specifically for our students in grades K-7. The students whom we invite for the summer class will not necessarily be those who are mandated for summer school. Our summer students will be those whom we believe can benefit from continued support and instruction.

6. For the children who have passed the NYSESLAT, AIS and specialized afterschool programs offer continued support as the children move onto more challenging academic work. Teachers and out-of-classroom staff continually meet to discuss the needs of the former ELLs. For those former ELLs who are in grades 3 and above, they are entitled to modifications when they take the city and state exams. This applies for two years after they have passed the NYSESLAT. For the ELA, these former ELLs are entitled to extra time (time-and-a-half) and a third reading of the Listening passage. On the Math and Science tests, these former ELLs are entitled to extra time, a bilingual glossary, test booklets in English and in the home language (if available), and an oral translator (if a test booklet in the home language is not available).

7. Our Saturday Enrichment program is new for this school year. This will run from November 2010 - June 2011. In these classes, PS 165 teachers will work with our students in classes as varied as Music, Puppets and Literacy, Spanish, Read Aloud, Shared Reading, and Technology. The program will run for three hours a day and our goal is that students will have fun in these classes and improve their scores on the city and state assessments. We also expect that our students' oral language skills will be greatly improved.

8. We do not plan on discontinuing any programs/services for ELLs.

9. ELLs are afforded equal access to all school programs by participating in everything in which their peers are involved. The PS 165 calendar is sent home monthly and is written in English and Spanish. All school notices for parents are also written in English and Spanish. ELLs are given priority when notices about the ESL afterschool program are sent home. Part of that class' curriculum is preparation for the NYSESLAT. Our Parent Coordinator (Mr. Duran) and our Community Coordinator (Mr. Green) work closely with families and community organizations to provide contact, information, and assistance with afterschool and supplemental services to our ELLs.

10. To support ELLs, we use a variety of instructional materials. Our literacy curriculum is the Teachers College Reading and Writing Project. Teachers have leveled the books in their classroom libraries. We have a school library in which Ms. Dyer volunteers to accommodate class visits. The ESL teachers also have a library in their room specifically for ELLs to borrow books.

Mr. Kendzor is the Computer Cluster Teacher who runs the computer lab. Ms. Dyer volunteers in the computer lab to assist students. Our mathematics curriculum is Everyday Math for grades K-5 and Impact Math for grades 6-8. Teachers supplement lessons with manipulatives (e.g. cubes and longs, practice clocks, decks of playing cards, 3-D shapes). In Everyday Math, teachers refer to Part Three of every lesson on how to differentiate lessons for ELLs. We use Wordly Wise to supplement the TCRWP.

Our science curriculum this year is FOSS in conjunction with an inquiry-based hands-on unit that utilizes Understanding By Design.

For the Social Studies curriculum in K-5, teachers are using tradebook libraries. In grades 6-8, teachers are using textbooks.

There is a plan to purchase smartboards for all or some of the Dual Language classes.

11. Native language support is delivered through a 50/50 model in our Dual Language program. Ms. Carrasquillo, one of the ESL teachers, can provide native language support to Spanish-speaking students. We teach phonics instruction and use picture books and dictionaries as deemed necessary.

12. Required services support and resources correspond to ELLs' ages and grade levels.

13. In June, before students begin the school year, an orientation for new families is held to welcome them to the PS 165 community. This meeting is hosted by Administrators, the Parent Coordinator, the ESL teachers, and parent volunteers of the Parents' Association (P.A.) It is unknown which families' children will be ELLs for the upcoming school year since the students are not tested for ESL eligibility until September.

We plan to hold a small-group orientation for families whose children are identified as transfer students.

14. Our school has a Dual Language program from grades K-7.

A. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. The target language is used 50% of the time for EPs and ELLs in each grade.
2. EPs and ELLs are integrated for the entire day because PS 165 follows a side-by-side model in which students travel as a group. Content areas are not taught separately.
3. Language is separated for instruction by time and by teacher.
4. The Dual Language model used at PS 165 is mostly side-by-side. In grade K, the dual language classes are self-contained. In grades 1-5, the classes are roller-coaster side-by-side, meaning the class of students will see both the English-component teacher and the Spanish-component teacher every day. In grades 6-7, the classes are side-by side.
5. Both languages are taught at the same time.

A. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Outside consultants from Teachers College work with all classroom teachers and related service providers by providing professional development in our literacy curriculum. During this school year, the consultants will be at our school for a total of 24 days. They will work and plan with our teachers in three groups (K-2, 3-5, and 6-8) eight times each, for a total of 24 days. They meet with our teachers on a grade-by-grade level.

Children First Network 408 will provide professional development for ESL teachers to enhance their teaching with ELLs. The ESL teachers will also be able to pass the professional development information to classroom teachers.

Some of our teachers participate in a Dual Language Study Group. The teachers meet weekly and have discussions about professional books. They discuss strategies and lesson ideas to enhance their teaching and therefore their students' learning.

Teacher teams have been formed across all grade levels. Teachers meet weekly for one hour to collaborate on plans, examine student data and student work, and specify and target next steps for teaching.

The principal, Mr. Gallini, has monthly conversations with teachers in which they review student data and the implications for teaching.

Teachers have been trained in using ARIS. They review student data and devise instructional steps to improve students' academic performance.

We have monthly faculty conferences in which all staff members participate.

Administrators observe classrooms daily and provide feedback to teachers regarding instructional decisions.

Teachers College has Calendar Days for ESL Teachers and classroom teachers of ELLs.

BETAC offers professional development for teachers to enhance their instruction with ELLs.

2. There is articulation between our fifth grade teachers and our middle school teachers. The fifth grade teachers have been visiting teachers at The Global Scholars Academy to learn about the middle school's academic program. Fifth grade teachers need to be aware of the academic demands of middle school in order for their students to succeed. This way, they can provide academic support to ensure that their graduating fifth graders will be prepared for the challenges of middle school.

3. Beginning this December, there will be professional development for all staff regarding instruction for our ELLs. Teachers will review the NYSESLAT results to see how the ELLs performed overall and how they scored across the four modalities of Speaking, Listening, Reading, and Writing. Armed with this information, teachers will learn about and discuss strategies to use with Beginning, Intermediate, and Advanced ELLs. They will also be aware of the ELLs' individual exam histories and see, for example, whether a child has been an ELL for only a few years or is a long-term ELL. Such information will guide teachers to create small groups with specific lessons based on the needs of the ELLs.

1. We encourage all parents to be active in their children's educational life. At PS 165, workshops are given in which families can learn about New York State tests, online safety, and the ARIS Parent Link and Acuity. Our Parent Coordinator, Mr. Duran, has an e-mail list in which pertinent information can be sent to parents. We also have an automated school messenger system that calls home to all families within 20 minutes after a message has been sent. Messages are dialed home once or twice a week.

Parents can be "Learning Leaders" at our school. They attend a 3-day training and then volunteer at our school in activities such as monitoring the hallways or decorating the bulletin boards.

Parent Teacher Conferences are held twice a year in which parents discuss with pedagogues the progress that their children have made.

Every September, we hold "Curriculum Night" to inform parents of the year-long curriculum for their child's grade. Parents learn about the standards and units of study across all subjects.

We have an active Parents' Association (PA) that meets once a month.

Our school offers "Open Classrooms" in which parents can sit in classrooms to observe their children's classrooms on Friday mornings.

2. Mr. Green is the Community Coordinator of PS 165. He is responsible for finding outside resources that can provide beneficial services for all of our families, including families with ELLs.

Free ESL classes are offered to parents at the nearby Grace House.

There are workshops in which the non-profit Center for Immigrant Families provides information on topics such as citizenship classes and the rights of public school parents.

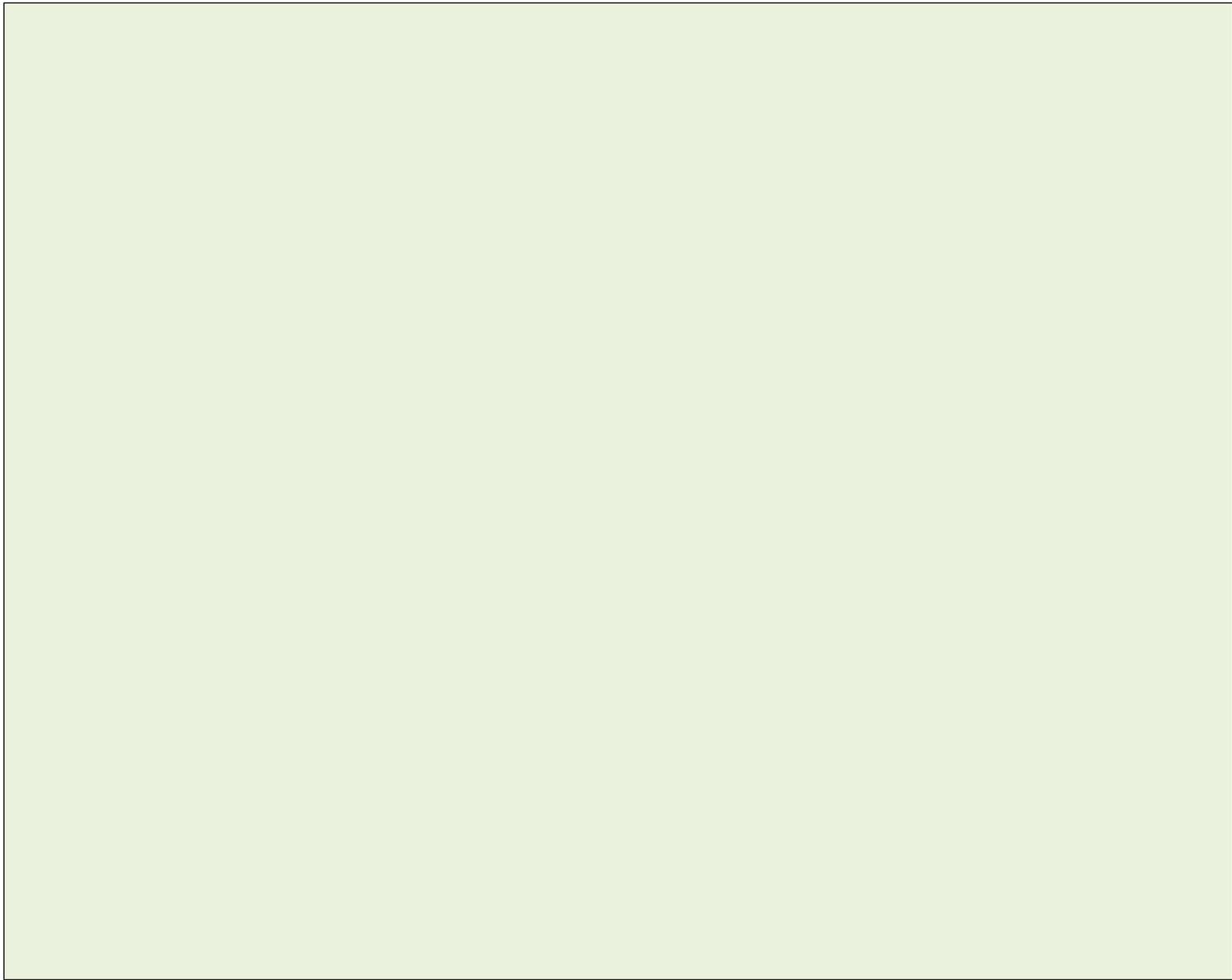
The Columbus Amsterdam Business Improvement District distributes monthly flyers to our school in which parents can learn about various events taking place in the neighborhood.

Parentjobnet.com is an online resource that provides job listings and networking opportunities. Parents with common interests, for example, can meet each other in their community.

3. Monthly PA meetings are open for all parents to attend and participate. During these meetings, various topics are discussed. The PA and the administrators of PS 165 are in close contact and address the concerns of parents.

Our Parent Coordinator, Mr. Duran, is very accessible to families. Parents can call him or see him in person every school day with any concerns they may have.

4. Many of the parental involvement activities stem from ideas that parents gathered. For example, Open Classrooms began after some parents expressed interest in seeing their children's classrooms in action.



A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAR-P FOR NEW ADMITS)														
Part V: Assessment Analysis														
Intermediate(I)	0	9	6	23	6	9	3	1	1	□□□□	□□□□	□□□□	□□□□	58
Advanced (A)	9	1	8	4	17	10	8	9	1	□□□□	□□□□	□□□□	□□□□	67

Total	15	23	20	33	30	24	16	15	3	0	0	0	0	179
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SP EAKING	B	□□□□	1	2	1	2	3	3	1	1	□□□□	□□□□	□□□□	□□□□
	I	□□□□	7	0	3	1	1	2	1	0	□□□□	□□□□	□□□□	□□□□
	A	□□□□	9	8	14	11	5	6	10	1	□□□□	□□□□	□□□□	□□□□
	P	□□□□	4	9	13	12	14	5	2	1	□□□□	□□□□	□□□□	□□□□
READING/WR ITING	B	□□□□	11	3	5	4	4	5	4	1	□□□□	□□□□	□□□□	□□□□
	I	□□□□	8	8	22	6	9	3	1	1	□□□□	□□□□	□□□□	□□□□
	A	□□□□	2	6	4	14	10	7	6	1	□□□□	□□□□	□□□□	□□□□
	P	□□□□	0	2	0	2	0	1	3	0	□□□□	□□□□	□□□□	□□□□

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	17	5	2	33
4	6	17	10	3	36
5	7	5	1	0	13
6	4	12	5	0	21
7	2	4	1	□□□□	7
8	□□□□	□□□□	□□□□	□□□□	0
NYSAA Bilingual Spe Ed	□□□□	□□□□	2	2	4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	□□□□	14	□□□□	12	□□□□	3	□□□□	35
4	4	2	15	2	10	□□□□	3	□□□□	36
5	2	1	5	4	3	1	1	□□□□	17
6	1	□□□□	13	□□□□	4	□□□□	2	□□□□	20
7	2	□□□□	5	□□□□	□□□□	□□□□	□□□□	□□□□	7
8	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
NYSAA Bilingual Spe Ed	□□□□	□□□□	□□□□	□□□□	2	□□□□	□□□□	□□□□	2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	□□□□	2	5	1	16	3	6	□□□□	33
8	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	□□□□	3	3	□□□□	7	1	□□□□	□□□□	14
8	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0
NYSAA Bilingual Spe Ed	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	□□□□	□□□□
Math □□□□□□	0	0	□□□□	□□□□
Math □□□□□□	0	0	□□□□	□□□□
Biology	0	0	□□□□	□□□□
Chemistry	0	0	□□□□	□□□□
Earth Science	0	0	□□□□	□□□□
Living Environment	0	0	□□□□	□□□□
Physics	0	0	□□□□	□□□□
Global History and Geography	0	0	□□□□	□□□□
US History and Government	0	0	□□□□	□□□□
Foreign Language	0	0	□□□□	□□□□
Other □□□□□□	0	0	□□□□	□□□□
Other □□□□□□	0	0	□□□□	□□□□
NYSAA ELA	0	0	□□□□	□□□□
NYSAA Mathematics	0	0	□□□□	□□□□
NYSAA Social Studies	0	0	□□□□	□□□□
NYSAA Science	0	0	□□□□	□□□□

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The assessment tools that we use at PS 165 are the TCRWP / DYO in English. We use teacher observations, conferring notes, and running records. We also use the Developmental Reading Assessment (DRA) in Spanish. The data that we have gathered about our ELLs' early literacy skills highlight the need for continued instruction in phonics, reading for fluency, and reading for comprehension. Our students also have a need for greater vocabulary development. That is the reason we use Wordly Wise, a research-based vocabulary development program. Gathering, reviewing, and studying our collective data allows administrators and teachers to plan instruction with horizontal and vertical alignment.

2. In our assessment analysis, we see that in kindergarten, our ELLs scored mostly at the Advanced level of ESL. Currently there are 6 Kindergartener ELLs who are at the Beginner level and 9 Kindergartener ELLs who are at the Advanced level.

The NYSESLAT results for ELLs in grades 1, 2, and 3 yield varying results. Children in grade 1, who were taking the NYSESLAT for the first time as end-of-the-year kindergarteners, scored mostly at the Beginner level, followed by the Intermediate level, and then the Advanced level (13, 9, and 1 respectively). Children in grade 2 scored mostly at the Advanced level. In grade 3, the majority of children scored at the Intermediate level. As we move up the grades and see the results for grades 4-5-6-7, we notice that the mode of the NYSESLAT results is the Advanced level (17, 10, 8, and 9 respectively). This indicates that our ELLs are closest to passing the NYSESLAT when they are in the upper grades.

3. The patterns across NYSESLAT modalities indicate that students perform best on the Listening/Speaking parts of the test. More intense instruction and focus needs to be placed on reaching higher levels on the Reading/Writing subtests, in order that our ELLs pass the NYSESLAT.

4. A. ELLs at PS 165 score better on tests taken in the native language compared to tests taken in English.

On the English Language Arts (ELA) test, there were 55 ELLs who received a 2 on the ELA. There were 28 ELLs who scored at level 1; 24 ELLs who scored at level 3; and 7 ELLs who scored at level 4. This indicates that the majority of the ELLs scored at Level 2.

On the Spanish Test the ELE, the scores are as follows:

12 ELLs who scored at the 1st Quartile (1-25th percentile)

16 ELLs who scored at the 2nd Quartile (26th-50th percentile)

16 ELLs who scored at the 3rd Quartile (51st-75th percentile)

18 ELLs who scored at the 4th Quartile (76th-99th percentile).

This indicates that the majority of our ELLs scored highest at the 4th Quartile (76th-99th percentile) and therefore performed better in Spanish than in English.

B. We find that the biggest challenge for our ELLs is reading and writing. We are using the results of specific writing assignments to differentiate instruction. As for reading, the teachers are focusing instruction this year on reading for fluency and reading for comprehension.

C. Since reading and writing are the biggest challenges for ELLs, we will use the results from Periodic Assessments to differentiate instruction. This year, our school has scheduled a third literacy period in which teachers work with small strategy groups. The native language is used as a base/support to advance students' knowledge in their first language and helps them succeed in their second language. For our ELLs who are more dominant in Spanish, the instruction in L1 will greatly enhance their understanding in L2.

5. A. The English Proficient students (EPs) are assessed in the second (target) language with the Spanish Reading Test called the ELE.

Teachers also take running records and conferring notes to assess the students on an on-going basis

B. The levels of language proficiency in the second (target) language for EPs is as follows:

17 students scored at Q1 (1st-25th percentile)

11 students scored at Q2 (26th-50th percentile)

23 students scored at Q3 (51st-75th percentile)

30 students scored at Q4 (76th-99th percentile).

This indicates that the majority of our EPs score at the highest quartile (76th-99th percentile).

C. The majority of EP students scored at levels 2 and 3 on the ELA exam.

On the Math Predictives for grades 3-8, 69% of our EPs scored a 3 on the Math. On the ELA Predictives for grades 3-8, 71% of our EPs scored a 3 on the ELA .

6. The success of our programs for ELLs is determined by numerous factors. We look at how much our DL and self-contained bilingual special education students increase in performance in Spanish (DRA, ELE), in English (DYO, NYSESLAT, ELA), and in the other content-area exams (Math and Science). For our ELLs in the monolingual program, we evaluate success by looking at our students' performance on the ELA, NYSESLAT, and

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	12	16	16	18	17	11	23	30
Chinese Reading Test	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□	□□□□

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		□□□□□□
	Assistant Principal		□□□□□□
	Parent Coordinator		□□□□□□
	ESL Teacher		□□□□□□

	Parent		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Teacher/Subject Area		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Teacher/Subject Area		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Coach		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Coach		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Guidance Counselor		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Network Leader		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Other <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>